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ABSTRACT

The industrial nations of the world are in the turbulent times of a structural shift from an industrial society to a technical society based on the exchange of ideas, information, and knowledge. Such a transition calls for postsecondary education to understand the values and expectations of the individuals and the character of the institutions and organizations that comprise the society. During the 1970's, a new approach for planning and managing educational institutions and systems began to evolve based upon: (1) a comprehensive assessment of the external environment of the institution's service area; (2) a critical audit of an institution's internal environment; (3) the development of visions and alternative scenarios based on the environmental assessments; (4) the selection of strategic options and tactical alternatives; and (5) the specification and management of strategy. Using this approach, a coherent and comprehensive plan can be developed for the institution as a whole and all major units. Within this plan, the resource development office can become an effective broker to private and public support; and can assist in the development of the critical mass of intellectual capital necessary to help institutions become community renewal mechanisms in a technical society based on information. (AYC)

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INSTITUTIONAL ADVANCEMENT AND THE ROLE OF THE RESOURCE DEVELOPMENT OFFICE

by

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About the Author

Warren H. Groff is in his eighth year at North Central Technical College. He was Vice President for Academic Affairs for seven years and is now Director of Research and Development.

He has written extensively on the topics of human resources development and strategic planning and management for economic development. He has made numerous presentations at state and national conferences including the American Vocational Association and the American Association for Community and Junior Colleges. He chaired the statewide Task Force on High Technology for the Chancellor of the Ohio Board of Regents during 1982-83, and served on the OBR Computer Task Force and the OBR Higher Education Telecommunications Committee in 1983-84. Last year he chaired a 44-member Consolidation Committee for School Improvement for the Board of Education for the Mansfield City Schools. He served as secretary, vice president and president of the Ohio Technical and Community College Association Council of Instructional Officers.

Dr. Groff was one of two faculty at the Snowmas Institute on Strategic Planning and Management in 1981, 1982, 1983, and 1984; in 1985 there will be both a basic and an advanced institute on the topic. He assisted in conducting an American Council on Education Leadership Seminar on "Strategic Planning Techniques for Massachusetts Post-secondary Education" for the newly created Massachusetts Board of Regents in December 1981. He teaches "Personnel — Human Resources Development", "Governance and Management", and "The Emergence of Vocational, Technical, Occupational Education in America" in Nova University's Higher Education Programs.

For the first time in history, education is now engaged in preparing men for a type of society which does not yet exist. Educational action to prepare for work and active life should aim less at training young people to practice a given trade or profession than at equipping them to adapt themselves to a variety of jobs, at developing their capacities continuously, in order to keep pace with developing production methods and working conditions.

This presents educational systems with a task which is all the more novel in that the function of education down the ages has usually been to reproduce the contemporary society and existing social relationship. . . At a time when the mission of education should be to train "unknown children for an unknown world," the force of circumstances demands that educationists do some hard thinking, and that in so doing they shape the future.

Edgar Faure, et.al., **Learning To Be: The World of Educational Today and Tommorrow** (Paris: UNESCO, 1972) pp. 13 and 196.

INTRODUCTION

A new civilization is emerging in our lives and blind men everywhere are trying to suppress it. This new civilization brings with it new family styles; changing ways of working, loving, and living; a new economy; new political conflicts; and beyond all this an altered consciousness as well. Pieces of this new civilization exist today. Millions are already attuning their lives to the rhythms of tomorrow. Others, terrified of the future, are engaged in a desperate, futile flight into the past and are trying to restore the dying world that gave them birth.[1]

The industrial nations of the world are in the turbulent times of a structural shift from an industrial society based on physical productivity of material goods to a technical society based upon the exchange of ideas, information, and knowledge. During the industrial society the engine fueled by a power source was the tool that permitted us to handle large amounts of physical matter with ease and speed. "Capital" in the industrial society was primarily concerned with materials, equipment, machinery, and physical plant. Secondary considerations were location to materials and markets and a relatively unskilled and compliant labor force comfortably working at tasks that processed materials into finished products.

As society evolved from a primitive stage to the more advanced industrial stage, it created numerous, very distinctive institutions to plan for and coordinate specialized functions associated with the industrial society. During the industrial society, we witnessed major advances in systems-communications systems, economic systems, school systems, finance systems, transportation systems, and research and development networks. The numerous distinctive institutions that were created incorporated the underlying principles of the industrial society such as the division of labor, the hierarchical structure, the principles of standardization, and the metallic character of the factory. Schools, for example, were designed to produce compliant children who would do what they were given to do, who would be very comfortable working at a conveyor belt as their cognitive, psychomotor, and attitudinal skills were assembled for them. They were batch processed through eight to twelve years of compulsory education and training. Schools and colleges were designed primarily like broadcast television — education and training services were delivered in uniform packages and in a manner and at a time convenient to the provider.

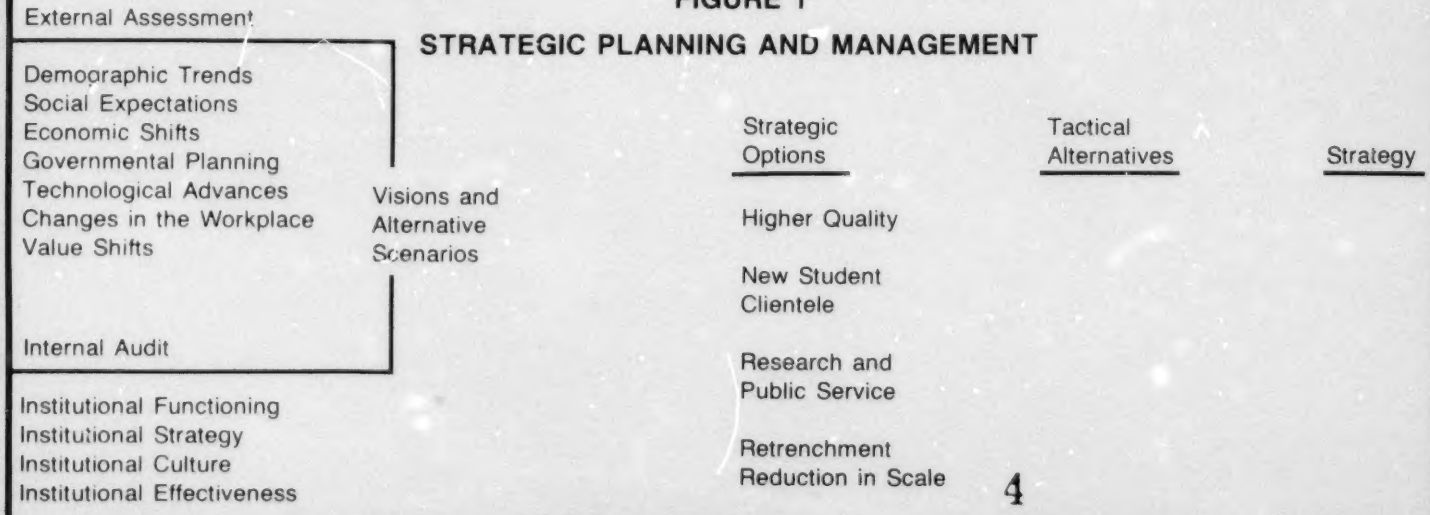
Shortly after World War II, the industrialized nations began to experience a transition. Nations that were devastated during WW II rebuilt their physical infrastructure with the newest technology. Research and development networks began to spew out new products at an increasing rate. When Sputniks I and II were launched in 1957, education and training systems were expanded to produce the critical mass of engineers, scientists, and technicians necessary to compete in the space race. In addition, planning focused on acquiring more resource and on building facilities for the increased number of students resulting from the equal rights demand for access to postsecondary education.

During the 1970's, the transition to a technical society based upon ideas, information, and knowledge began to accelerate. The need for education and training increased. Schools and colleges, however, were encumbered with the philosophies, policies, pedagogy, practices, technology, delivery system, physical facilities, reward systems, and financing structures developed during the waning of the industrial society. In an effort to remain competitive in a world economy, corporations invested heavily in education and training.[2]

During the late 1970s, a new approach for planning and managing our institutions and systems began to evolve.[3] Although this new approach to planning and managing is still in the early stages of evolution, this new technology for institutional advancement is based upon (1) a comprehensive assessment of the external environment of the institution's service area, (2) a critical audit of an institution's internal environment, (3) the development of visions and alternative scenarios based on the assessment of the external environment and the audit of the internal environment, (4) the selection of strategic options and tactical alternatives, and (5) the specification and management of strategy.[4] (See FIGURE 1)

FIGURE 1

STRATEGIC PLANNING AND MANAGEMENT



Although the transition from an industrial society to a technical society is still in the early stages of evolution, one principle is clear — learning is the key capital-forming industry of the postindustrial economy. It is in this context that leadership must examine institutional advancement. Never before in the history of postsecondary education has there been a greater need for research and development and resource development.

CONCEPTUAL FRAMEWORK

Things are not going to get better; things are going to get different. We are not in a recession: we are in something much more profound than that. We are changing economies and we haven't changed economies for a hundred and fifty years.

Of course there is a lot of uncertainty, but we have got to make uncertainty our friend. We have had an economy that rested on the industrial sector, which has served us magnificently for so long, but we are shifting to a new economy that rests on information and electronics. This is not going to happen tomorrow; it is happening today. We are more in the new economy than we are in the old economy.[5]

Institutions of postsecondary education are "of society." That is to say, they were created to fill a role that society deemed necessary as it relates to its well being. Therefore, it is important for postsecondary education to understand the needs and wants of individuals and establishments that comprise the society of which postsecondary education is a part.

Individuals

The values and expectations of people are key determinants of behavior. Understanding what people want to change and what they hope will remain the same is vital to policy and decisionmakers.

The greying of America is the greying of the baby boom. The huge bulge of babies of the post World War II era has been slowly moving toward midlife transition. The baby boomers first filled our maternity wards to overflowing as newborns, then caused classroom and teacher shortages as youngsters, and then challenged our traditional institutions as young adults. Currently they are transforming workplace values and practices. As of July 1, 1984, the median age of the U.S. population climbed to a record 31.2 years.

Although the above statement is true for the nation, the demographic profile varies considerably from state to state and region to region. Projections show a decline in high school graduates in all but ten states between 1979 and 1995.[6] Eleven states are expected to decline 30% or more and Washington, D.C. expects a decline of 59%. On the other hand, six states are expected to experience an increase of 10% or more with Utah leading the way with 58%, followed by Wyoming with 49% and Idaho with 28%.

An individual's welfare in American society depends upon that person's ability to work. It is estimated that 90% of the present workforce will still be working in 1990 and 75% of the workforce will be working in the year 2000.[7] If predictions prove correct, by 1990, thousands of jobs may be eliminated or drastically changed by advances in science and technology and through tough international competition.[8] In fact, it has been stated that 75% of all available jobs in the year 2000 have not even been described yet.[9] Research, however, has documented repeatedly that many employees lack basic education and training for specific jobs that exist in today's world of work.[10]

Establishments

The Census Bureau regularly reports data about the world of work through its ten aggregate categories of establishments. (See FIGURE 2) Each aggregate category is a listing of types of agencies or organizations that do essentially the same type of work. The impact of the transition to a technical society is most severe on communities that relied heavily on old smokestack manufacturing industries (1) that have felt the sting of international competition or (2) that are subject to automation or the unprecedented infusion of contemporary technology into the workplace. For example, in Richland County, Ohio, manufacturing accounted for 51% of the jobs in 1970 and 41% of the jobs in 1980. This contrasts with 44% and 35% for Ohio and 26% and 21% in the U.S. for the same period of time. In some communities, the economic transition has caused an epidemic of plant shutdowns and left behind a trail of human and community devastation.[11]

Research indicates that all establishments pass through various stages of growth and development. Greiner describes five stages each with its own management style to achieve growth: (1) creativity, (2) direction, (3) delegation, (4) coordination, and (5) collaboration.[12] James has a somewhat different concept of the organizational life cycle by focusing more on the problems faced at each phase of evolution; his five stages include (1) emergence, (2) growth, (3) maturity, (4) regeneration, and (5) decline.[13] The concept of stages of corporate development for computer/data processing activities has been described by Nolan as (1) initiation, (2) contagion, (3) control, (4) integration, (5) data administration, and (6) maturity.[14] The phase of evolution leading to corporate strategic decision-making have been described as (1) financial planning — meet the budget, (2) forecast-based planning — predict the future, (3) externally oriented planning — think strategically, and (4) strategic management — create the future.[15] It is becoming increasingly clear that the strategies an organization uses are influenced by its position in a developmental sequence.

Rogers and Shoemaker list stages leading to the adoption of technology as (1) awareness, (2) interest, (3) evaluation, (4) trial, and (5) adoption.[16] The adoption process begins with awareness of a concept, idea, or technology. This is followed with interest in obtaining more information about the concept or technology. Then, the technology is evaluated to see how it relates to present and anticipated situations. If the technology would seem to be worthy of use, it is applied on a small scale in order to determine its utility or impact. If feasible, the technology is integrated in a concentrated and continuous way on a larger scale until it reaches the point of full adoption.

RESEARCH AND DEVELOPMENT AS BROKERING

Reintegration of learning and living will come as our view of the learners rises beyond the campus and its "students" to the people of the community, the potential learners — their problems, conditions, aspirations, and resources. Relationships are forged involving health, housing, recreation, community action, family life, political movements, employment services. . . .The colleges are changed by new clienteles, and an essential and significant change is that of the transition of an institution from a state of being set apart to a condition of meeting people where they are, spatially and educationally.[17]

If communities and the persons who reside in them are to be the beneficiaries and not the victims of the transition to the technical society, then the distinctive types of institutions that comprise the capital-forming industry — learning — must adopt a technology to accomplish that goal. The technology of strategic planning and management is based upon (1) an **assessment of the external environment** to determine **opportunities** and **threats** and (2) **an audit of the internal environment** to determine **strengths** and **weaknesses.** These two activities should yield visions and scenarios of alternative futures and from which an institutional plan can be developed. (See FIGURE 3) The intent is to develop an institutional plan that will capitalize on strengths, minimize weaknesses, take advantage of opportunities, and reduce or eliminate threats.[18]

Most institutions of society have defined their purposes casually. Explanation tends to follow fact and is more often a journal entry than a blueprint or a grand design. Ambiguity in institutional and major unit goals and objectives leads to less purposeful resource development — human, fiscal, and capital. A major role of the resource development office, then, is that of providing assistance, perhaps primary leadership, in developing the institutional long-range plan.

Tools for assessing the external environment include needs assessment, market analysis, environmental scanning and trend analysis. Needs assessment is a generic term used to describe a process for determining the discrepancy between existing and desired levels of attainment with respect to educational goals; it often

FIGURE 2

CATEGORIES OF ESTABLISHMENTS

1. Agricultural services, forestry, fisheries
2. Mining
3. Contract construction
4. Manufacturing
5. Transportation and public utilities
6. Wholesale trade
7. Retail trade
8. Finance, insurance, real estate
9. Services
10. Nonclassified

MANUFACTURING (#4)

1. Food and kindred products
2. Tobacco
3. Textile mill products
4. Apparel and other textile products
5. Lumber and wood products
6. Furniture and fixtures
7. Paper and allied products
8. Printing and publishing
9. Chemicals and allied products
10. Petroleum and coal products
11. Rubber and miscellaneous plastic products
12. Leather and leather products
13. Stone, clay and glass products
14. Primary metal industries
15. Fabricated metal products
16. Machinery, except electrical
17. Electric and electronic equipment
18. Transportation equipment
19. Instruments and related products
20. Miscellaneous manufacturing industries
21. Administrative and auxiliary

SERVICES (#9)

1. Hotels and lodging places
2. Personnel services
3. Business services
4. Auto repair services
5. Miscellaneous repair services
6. Amusement and recreational services
7. Health services
8. Legal services
9. Educational services
10. Social services
11. Museums, botanical/zoological
12. Membership organizations
13. Miscellaneous services
14. Administrative and auxiliary

suggests the need for a new program. Market analysis consists of obtaining detailed information about markets or market segments served or unserved by an institution or system; market analysis is an organized effort to identify specific wants and needs of market segments and the ways in which institutions meet or could meet them through a coherent plan of research, strategy and communication. Environmental scanning consists of sampling and analysis of data about specific areas such as employment trends, health conditions, literacy, disadvantageness, etc. Trend analysis consists of a systematic review of comparable data over time to determine direction. The College Board's "Community Assessment Program" is useful to colleges in assessing adult-learning behavior.

The purpose for assessing the external environment and auditing the internal environment is to develop visions and alternative scenarios. The Jossey-Bass "New Directions For Institutional Research" series is useful for this task.[19] At the very least, the process should yield a set of assumptions about future conditions. One important assumption relates to funding. The federal era in higher education is waning. The administration's policies toward education, the economic effects of federal budget deficits, the high cost of interest on the national debt, large military weapons expenditures and planned new weapons systems, and international issues including the strong dollar and trade imbalances are forces that are causing major shifts in federal budget appropriations.

Ultimately assumptions form the conceptual framework for the most likely scenario for an institution or system. From that conceptual framework, long-range goals and short-range objectives can be formulated for the system or institution and all major units. The Educational Testing Service "Community College Goals Inventory" is helpful for this task.

If a coherent and comprehensive plan is developed, the resource development office can become an effective broker to private and public support. That task involves knowledge about **trends** in society, **reports** of various committees and organizations, **intentions** of funding sources, **existing and proposed legislation**, and **programs** that are being funded. Knowledge about programs that are being funded includes **rules and regulations, requests for proposals**, the **review protocol**, **successful sample proposals**, and **evaluator comments.**

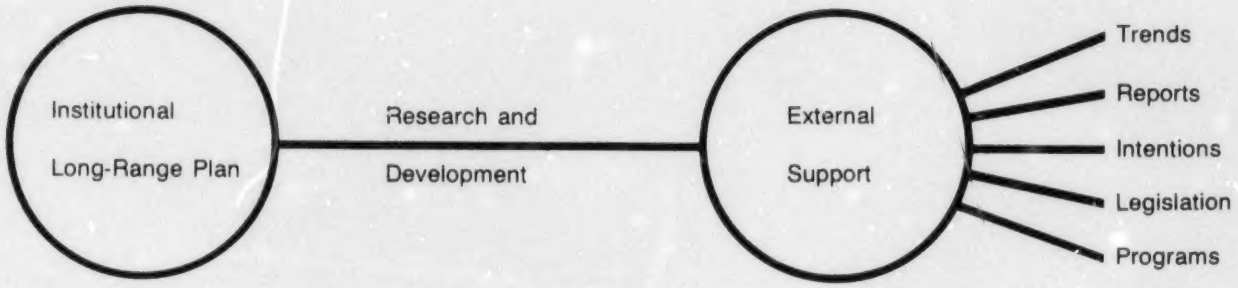
With proper planning, the tasks of **strategic planning, reaffirmation of accreditation,** and **proposal development** can occur simultaneously. In the final analysis, the role of the resource development office is to assist in the development of the critical mass of intellectual capital necessary to help institutions become community renewal mechanisms in a technical society based on information.[20]

COMMUNITY RENEWAL COLLEGE

We believe the time has come for a fourth major development in American postsecondary education: the creation of the community renewal college. The deterioration of our communities, the increasing inability of individuals to cope with rapid change, the obsolescence of individuals and social organizations, and the increasing number of citizens with educational needs who are beyond the purview of existing colleges demand a new kind of postsecondary institution. This new college must be committed to the improvement of all aspects of community life...[21]

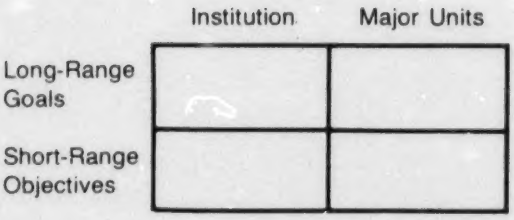
FIGURE 3

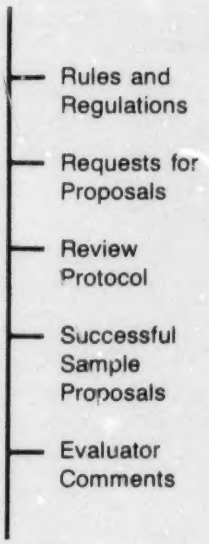
RESEARCH AND DEVELOPMENT BROKERING



Assumptions About Future Conditions

1. Demographic
2. Social
3. Economic
4. Political
5. Technological
6. Workplace
7. Values





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